DOCUMENT RESUME

ED 112 091 CE 004 857

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TITLE	Vocational Education for Students with Special Needs; An Administrator's Handbook.
INSTITUTION	Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS AGENCY	Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE	Jan 75
NOTE	56p.; For related documents, see CE 004 856-858 and CE 004 860
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	*Administrator Guides; Community Resources; *Disadvantaged Youth; Educational Administration; Educational Objectives; Flow Charts; *Handicapped Students; Individualized Instruction; Program Development; Program Evaluation; Records (Forms); *Special Education; Special Programs; Student Evaluation; Student Needs; *Vocational Education

ABSTRACT

The administrator's handbook contains seven sections, each dealing with a specific aspect of vocational education for students with special needs. Section 1 describes the process of identifying handicapped and disadvantaged students. Section 2 covers assessing the needs of such students. Section 3 discusses developing district priorities to meet the student's needs in terms of personnel, special services, facilities and equipment, and special programing. Section 4 presents a systems chart which summarizes in graphic form the flow of action and interrelationships between the various elements of the vocational education process. Section 5 describes various community agencies, their major emphasis, and the administrator's role in coordinating their resources for optimum use by the school system. Section 6 discusses Individual Prescriptive Education, one solution that has proved successful in satisfying the needs of handicapped and disadvantaged students. Section 7 covers evaluation for establishing accountability, upgrading program efficiency, determining services needed, recognizing problem areas, and meeting program objectives. One-third of the document consists of four appendixes which provide sample referral sheets, student data sheets and needs profiles, and instructions for the use of disadvantaged and/or handicapped supplemental services. (Author)

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VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

AN ADMINISTRATOR'S HANDBOOK

JANUARY, 1975

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project Tomorrow is funded by the Colorado State Board for Community Colleges and Occupational Education.

ACKNOWLEDGMENTS

I wish to acknowledge the members of the Project Tomorrow Staff for their assistance in developing this handbook. They are: Dr. Harry Huffman, who, as project director, produced the concept for this endeavor; Ms. Nancy Hartley whose insight was indispensable; Ms. Patricia L. Rocco, teacher trainer, who contributed unbounding energy, support, and encouragement; Mr. Richard Compton, workshop coordinator; Mr. Ralph Hunter, teacher trainer; and Mr. Wayne Burris, administrative assistant. I thank Ms. Beth Wieck for her secretarial assistance and patience. Warm appreciation goes to Dr. Joel Dubow for his suggestions and critical comments.

Special thanks is extended to Dr. Ivan E. Valentine of Colorado State University for his advice and support.

The greatest debt of gratitude is owed to the administrators who participated in the Project Tomorrow workshops and provided suggestions and constructive criticism regarding the direction of this handbook. Their offerings were invaluable.

Myra Altfest

VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

An Administrator's Handbook

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PREFACE

Each one is equally an individual and entitled to equal opportunity of development of his own capacities, be they large or small in range.

John Dewey

A nationwide effort is being waged by community leaders and vocational educators to implement more effective programs of vocational training and education for the disadvantaged and handicapped. This will provide a means for eliminating the conditions which promote poverty, high youth unemployment, and excessive dropouts in all phases of our educational system. The emphasis on the disadvantaged and handicapped in the 1968 Amendments to the Vocational Education Act of 1963 attests to this fact. Pupils who fall into these categories are often denied the development of salable skills because of lack of adequate facilities, equipment, special services, and programs.

Administrators must become aware of the pupils with special needs within their student populations. Disadvantaged and handicapped youngsters must be identified and have action directed toward solving the problems, and fulfilling the needs, unique to their education and their lives. It is the administrator's responsibility and obligation to insure that these people are served.

This handbook is intended to assist administrators in developing, strengthening, and expanding vocational programs and services for students with special needs. It is aimed at providing a viable method for assessing the needs of the disadvantaged and handicapped student population within a district and developing programs to meet those needs.

INTRODUCTION

GUIDELINE

Programs to serve the disadvantaged and handicapped must be designed to involve the total educational system and to capitalize on resources to help assess student needs and prescribe education based on those needs.

EXPLANATION

Based on figures from the Federal Report OE346-3 and submitted to the Federal government for the 1973-74 school year, 50.2% of the students in vocational programs in Colorado are disadvantaged and 3% are handicapped.

Obligation by Law

According to the Vocational Education Amendments of 1968, "to the maximum extent possible, persons identified as disadvantaged and handicapped should be integrated into regular vocational education programs. Ancillary or supportive services needed to help a person succeed in these programs may be provided by federal vocational education funds or by other cooperating agencies or organizations. Separate or modified vocational education programs for the disadvantaged or handicapped should be set up only when it is in the best interest of the student."[1]

The programs described in this handbook are designed to maintain disadvantaged or handicapped students within the mainstream of the vocational education system while helping to overcome the consequences of their disadvantages through prescriptive education. These programs are extremely flexible and directed toward facilitating a student's progress both in attaining skills leading to economic independence and also in achieving positive attitudes toward oneself and one's environment.

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[1] *Suggested Utilization of Resources and Guide for Expenditures* (Revised Edition): Implementing the Vocational Education Amendments of 1968 for the Disadvantaged and Handicapped, Bureau of Adult Vocational and Technical Education, U. S. Office of Education, June 1972.

It is the responsibility of the administrator and assisting personnel to examine the student's difficulties and to implement programs to help alleviate these problems. It is stressed that such programs should be implemented with or without the use of supplemental funds.

NEED FOR THE PROGRAM

The need for specialized programs is evidenced by the high rate of: absenteeism, dropouts in vocational education, and youth unemployment. The attitude of students in these categories further exemplifies the need for these programs because:

Need for Program

- they have lost interest in school.
- the regular school program doesn't suit their needs or satisfy educational occupational goals.
- the regular vocational program doesn't meet their needs.
- they are experiencing educational problems because of racial, cultural, economic, and social disadvantages.
- their home or community difficulties are affecting their education.
- *an estimated $600-$800 in state funds are lost with each dropout.*

Administrators have a responsibility to facilitate vocational education for the entire community. They must be responsive to those with special needs. It is the administrator who can affect necessary changes for those students through an accepting attitude toward alternative systems and a sincere concern for students. Examination and implementation of programs which will enable these students to function successfully in school and provide them with skills in preparation for economic independence should be given high priority in administrative planning. Total administrative commitment is an integral component of the success of any program of this type.

IMPLEMENTATION OF PROGRAMS AND SERVICES

This handbook covers seven basic areas of administrative concern for serving the disadvantaged and handicapped. They will be discussed in detail according to the guidelines set forth in the Vocational Education Amendments of 1968. The sections are logically sequenced for step-by-step implementation by the administrator.

Outline of Handbook

Section I involves the *identification* process. Proper identification of special needs students facilitates vocational education program planning, evaluation, reporting and funding.

Section II deals with *assessing the needs* of the identified students. During this process the individual's needs are appraised and the necessary educational modifications are developed to assist the pupil in satisfying program requirements for job entry skills. A comprehensive needs assessment provides: (1) accurate information on student needs; (2) program development; (3) justification and accountability for services and funding for disadvantaged and handicapped students as stated in state and federal guidelines. It also prevents duplication of efforts within the school population being served.

Section III entails developing *district priorities* to meet the student's needs in terms of personnel, special services, facilities and equipment, and special programming.

Section IV is a *systems chart* which summarizes in graphic form the flow of action and interrelationships between elements described throughout the handbook.

Section V describes various *community agencies*, their major emphasis, and the administrator's role in coordinating their resources for optimum use by the school system.

Section VI presents *Individual Prescriptive Education*, one solution that has proven successful in schools for satisfying the needs of disadvantaged and handicapped pupils.

Section VII concerns *evaluation*, an integral component of the program, the object of which is to: establish accountability, upgrade program efficiency, determine the services needed, recognize problematic areas, and meet program objectives.

The appendices contain forms which may be used as guides by teachers and administrators for facilitating program implementation. They are intended as resource materials from which administrators can choose those most beneficial for their particular districts.

I. HOW TO IDENTIFY DISADVANTAGED AND HANDICAPPED STUDENTS

The identification of handicapped and disadvantaged persons is by necessity based on the effect, not the cause, of their handicap or disadvantage. The identifying characteristics described herein conform to federal guideilnes.

IDENTIFICATION OF A DISADVANTAGED PERSON

Definition of Disadvantaged Persons

A disadvantaged person is one who has an academic, socio-economic, economic, or other disadvantage which prevents him/her from succeeding in a regular vocational program. Therefore, this person needs a program modification, supplemental services, or special vocational programs in order to benefit from vocational education.

Disadvantaged students can be classified in one or more of the following categories:

Classifications of Disadvantaged Students

(1) Academically Disadvantaged

These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

(2) Socioeconomically Disadvantaged

These individuals, because of their background or experience have developed attitudes which severely limit their ability to perform successfully in a vocational education program.

(3) Economically Disadvantaged

Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and the countermeasure may require joint efforts with welfare and similar personnel.

IDENTIFICATION OF A HANDICAPPED PERSON

Definition of Handicapped Persons

A handicapped person is one who has a mental or physical handicap which prevents him/her from succeeding in a regular vocational program designed for a person without such a handicap, and who for that reason, needs a program modification, supplemental services, or a special occupational program in order to maximize the likelihood of successful completion of a vocational program.

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Handicapped students can be classified in one or more of the following categories by *qualified professional persons.*

Classifications of Handicapped Students

(1) Mentally retarded
(2) Learning disability
(3) Seriously emotionally disturbed
(4) Orthopedically handicapped
(5) Visually handicapped
(6) Hearing impairment
(7) Speech impairment
(8) Other health impaired
(9) Multi-handicapped

An Identification/Referral Sheet for Disadvantaged and Handicapped Students designed for teacher use, is located in Appendix A of this manual.

Under the Vocational Education Amendments of 1968, the identification of disadvantaged or handicapped persons must be based on the following conditions:

Amplification of Definitions

- The individual is not succeeding in a regular vocational program.
- Individuals, not groups are identified.
- The individual's disability is a contributing factor to his lack of success.
- The individual is identified by the effect, not the cause, of his disadvantage or handicap.

Many students may exhibit one or combinations of these forms of disadvantages and handicaps.

Teachers will be asked to complete the "Identification/Referral Sheet for Disadvantaged and Handicapped Students." (Appendix A)

II. HOW TO ASSESS THE NEEDS OF THE DISADVANTAGED AND HANDICAPPED STUDENTS

If the disadvantaged and handicapped population is to be served they must first be identified. The next step in alleviating the problems associated with these students and encouraging development of individual potential and vocational success, is that of needs assessment.

The administrator should investigate the following criteria for the district assessment of student needs:

District Needs Assessment

(1) Dropout rate

(2) Absentee rate

(3) Youth unemployment rate

If any one of the three are relatively high, educational needs of many students are not being met and the school district is losing money. For example, the school loses an estimated $600-$800 for each dropout and the community must bear the social and economic burden of supporting the unemployed person.

This study is not a projection based on Colorado House Bill 1060, 1972, but a comprehensive district assessment of student needs based on measurable data using valid instruments and applicable to the entire population of the disadvantaged and handicapped.

STUDENT NEEDS ASSESSMENT

(1) Provide time for a teacher workshop conducted by CSU teacher educators and involving vocational teachers, counselors, academic teachers, and school social workers to: *assess the needs of the individual students based on the identification and using the "Individual Student Needs Profile" (Appendix B).*

Administrator's Role in Student Assessment

(2) Provide one *staff person* to compile and analyze data derived from the identification and student needs profile. *(See Appendix C for instrument.)*

(3) Make an appointment for a meeting to work with school personnel and CSU consultants. The meeting will be designed by CSU teacher educators to develop and implement programs based on the above findings incorporating the options of program modification, supplemental services, facilities and equipment, etc. to meet the needs of the pupils.

(4) Set up a meeting with the School Board, Advisory Committee, BOCES, and the general staff to outline the program developed in the previous steps. It is imperative to have the support of the above people to implement the services suggested.

Student needs assessment can be performed in a variety of ways. The preceeding example of an assessment is actually done by the teacher. Since students are important sources of information concerning their own needs, they must also be involved in this process. This is best done by soliciting information for the Student Profile Sheet from the individual student.

Where time and money permit, the teacher's assessment may be complemented by the *Student Educational Perception Inventory*, an instrument designed by Dr. Ivan Valentine, Vocational Education Department, Colorado State University.

After the needs assessment is completed and the information is compiled and analyzed the administrator must make a commitment to understand and serve the disadvantaged and handicapped population. It is at this time that the administrator, working in conjunction with the school board, must develop district priorities.

III. HOW TO DEVELOP DISTRICT PRIORITIES TO PROVIDE FOR STAFF DEVELOPMENT, FACILITIES AND EQUIPMENT, AND PROGRAM MODIFICATIONS REQUIRED FOR IMPLEMENTING PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

In every area of administrative planning and allocation of funds consideration must be given to the needs of the disadvantaged and handicapped in helping them master skills to ensure their economic independence.

Each district has its own unique needs. This section will indicate various options and what they entail. It is the administrator's role to determine the best options for solving the problems of that district. For example, the needs in metropolitan Denver will differ from those in rural Durango.

Administrator's Role--Selecting Options

If a high population of handicapped students is identified, the administrator might concentrate priorities on facility and equipment modifications. On the other hand, if disadvantages result in a large number of pupils having computational deficiencies, preventing progress in the vocational area, priorities might be on special services, particularly tutorial.

Colorado State University teacher educators in the area of special needs will act as consultants to administrators for establishing priorities.

A. THE EDUCATIONAL STRUCTURE

Based upon the needs assessment of the particular school population, any combination of the elements involved in the educational structure, as described in the following listing, would be beneficial in serving the disadvantaged and handicapped population.

1. School Board

School Board Involvement

The school board must be involved in planning programs for the disadvantaged and handicapped. Support from the board is a major influence on the effective implementation of such programs.

2. Administration

Administration of the Program

The local education agency's chief administrator or a designated agent would serve as the program supervisor and would be "responsible for the interpretation of procedures and providing services necessary for the operation of vocational training of the disadvantaged and handicapped."[2]

3. Advisory Council

Advisory Council Helps Establish Policy

A local advisory council, defined in the Vocational Education Amendments of 1968 as "a group of persons chosen from the business and industrial complex served by vocational education to advise those responsible for planning, implementing, and maintaining vocational education programs," would be extremely valuable. The administrator may choose to draw advice and services from an advisory council already in existence or to organize a specialized committee. Vocational Education programs must have direct lines to communicate with industry and business if they are going to serve the manpower needs of the United States. Today education, business, industry, and labor must work as a team and share the responsibility for training a skilled competent labor force.

Functions of a local advisory council might be to:

- assist in the planning of vocational education programs for the disadvantaged and handicapped by helping to identify available jobs within or near the school community and determining performance qualifications of these jobs.
- assist in the student placement program.
- provide community assistance in promoting the concept and philosophy of vocational education for the disadvantaged and handicapped.
- make recommendations to administrators regarding the standards of programs relative to individual and prescriptive education.
- assist in promoting positive community relations.

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[2] *Vocational Administrator's Handbook*, Section 3, p. 36, State Board for Community Colleges and Occupational Education, Division of Occupational Education, January, 1972.

4. Teachers and Supportive Staff

Teachers and Supportive Staff

Personnel who interact with large numbers of disadvantaged and handicapped persons should be primarily "people-centered" and able to earn the confidence of the students. The ability to instill pride and a sense of dignity are important attributes. Teachers should communicate honestly and sincerely and be totally committed to meeting students' needs.[3] The talents and services of teachers and related staff members may be utilized in a variety of ways which will be discussed in the pages to follow.

5. School Aides

School Aides Focus on Individuals

If aides are available in a school, their services can be extremely beneficial in working on a more individual basis with disadvantaged and handicapped students. In populations where some of these pupils are from minority backgrounds it may be particularly useful to employ an aide who shares a similar background in language, ethnic origin, style, and interest. Teacher aides serve as adult models for the students, provide wide experience in verbalization, and reinforce what has been previously learned. Such persons might be better able to involve parents in the educational process and overcome cultural barriers that prevent positive interaction between the school and home. Assistance from people with similar social, cultural, and economic backgrounds may be elicited for orientation projects for teachers in awareness of and sensitivity to problems of students. These people might also participate in meetings with the parent and teacher, facilitating better communication.

6. Students

Student Involvement

Student input and involvement should be a recurring theme in needs assessment and program planning.

B. STAFF DEVELOPMENT

1. In-Service Programs

In-Service Programs Train Teachers

Staff attitude is the key element in the education of the disadvantaged and handicapped, and negative attitudes can be changed by training and orientation. Pre-service and in-service training for teachers by Colorado State University teacher educators and local agency personnel should be an integral part of the project.

Teacher training would be concentrated in the following areas:

- *Implementing Prescriptive Education*--practical training for identifying disadvantaged and handicapped students, assessing their needs, developing an individualized prescription for them, and aiding the pupils in attaining the performance objectives

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[3] *Vocational Administrator's Handbook*, op.cit., Section 3, p. 36.

Some of the following services might be assigned to staff members--teachers and supporting personnel:

- Vocational guidance and counseling
- Job placement and follow-up
- Family counseling services related to the occupational program of students
- Bilingual instruction
- Bicultural orientation
- Career Counseling
- Big brother or sister arrangement
- Remedial reading services

3. Special Supplemental Services

The following services may utilize existing as well as "set-aside" funds under specified conditions: *(Appendix D)*

Special Supplemental Services

- *Tutorial services* or instruction on an individual basis for the skill, or for information *directly* related to the skill; for equipment, supplies and materials to assist in tutorial instruction
- *Psychological services* to test, diagnose, and evaluate emotional and mental problems for disadvantaged persons (handicapped students will use Vocational Rehabilitation and BOCES)
- *Special Services for the handicapped*--reader services for the visually handicapped; interpreter services for the deaf; guide services to assist physically handicapped

C. FACILITIES, EQUIPMENT, AND MATERIALS

Facilities Equipment Materials

In many cases existing building facilities and equipment would be adequate for serving the handicapped. Classrooms could serve as diagnostic centers or counseling and guidance units. Specialized equipment such as cassettes, tapes, learning machines for the handicapped, etc. may be utilized for the program based upon the needs of the students. Examples of facility and equipment modification for the handicapped are:

- Special lighting for visually handicapped persons
- Special safety devices, such as guard rails around moving parts of a machine

- Improvement of acoustics for hearing impaired (sound amplification devices)
- Simplified equipment for the mentally retarded
- Ramps, wider doors, lower fountains for persons in wheelchairs
- Hand controls added to machines usually operated by foot controls (for the orthopedically handicapped)
- Modifications in desks, work tables, and major equipment

Specialized material such as individualized learning packets, self-pacing, self-directed, and task oriented learning materials may be explored and applied.

Examples of other material to help the handicapped are:

- large print or braille materials for the visually handicapped
- simplified guides and manuals for the mentally retarded
- printed instructions for the hearing impaired

D. PROGRAM MODIFICATIONS

Maximum effectiveness will be attained when the administrator is flexible and open to variations in the established school schedule. Some modifications on the part of the administration, most of which require no additional funds, are:

Program Modifications

- Flexible schedule
- Programs conducted in cooperation with business and industry
- Changing teachers
- Homebound instruction
- Permitting the student to drop a class and double up in others
- Shorter or longer instructional period
- Extension of time for course completion
- Mini courses

E. FUNDING

Funding

When determining the budget for the school year, the administrator must take into account the needs of the total school population. Since the community supports the schools through taxes, it is the responsibility of the schools to educate and prepare the youth of the community for a meaningful position in society. This must include planning

for a sizable segment of the population that has been largely neglected in the past--the disadvantaged and handicapped. It is estimated that 25% of the overall student population falls into these categories. However, in Colorado, 53% of the vocational students are disadvantaged and/or handicapped. The Vocational Education Amendments of 1968 allocate the expenditure of 25% of Part B funds (10% for handicapped and 15% for disadvantaged) to supplement the local effort in providing the disadvantaged and handicapped with vocational education programs. What percentage of the district budget do you, as an administrator, allocate for this purpose?

The administrator must decide the priorities for the district and review programs proposed for the school year. When setting priorities, one should remain sensitive to the student with special needs and retain programs which would increase the likelihood of student success. A serious effort must be waged to prevent these pupils from contributing to the dropout, absentee, and unemployable statistics.

Cooperation with state agencies, such as the State Board for Community Colleges and Occupational Education, is highly encouraged. Combined federal and state monies are available through that Board to *supplement the local effort* in serving disadvantaged students and handicapped students.

These expenditures are separate from, and do not include, basic grant funds expended for a regular vocational education program. Only services over and above those provided in regular programs can be considered special services and therefore be paid for out of set-aside funds. Disadvantaged funds and handicapped funds should be applied for separately. Guidelines and criteria for funding, established by the State Board for Community Colleges and Occupational Education, are provided in VE 116 *(Appendix D)*. Colorado is divided into the following regions: Western, Southeastern, Central, and Northeastern. The supervisor of regional planning for a particular area should be contacted for information, clarification and assistance.

The State Department of Education (Special Education Division) is another agency which may be considered as a source for funds. Under the Handicapped Children's Educational Act (House Bill 1164, 1973 Colorado General Assembly), "...the services of special education personnel shall be utilized within the regular school programs to the maximum extent permitted by good educational practices, both in rendering services directly to children and in providing consultive services to regular classroom teachers." Consult with the director of Special Education Services for further information.

IV. ADMINISTRATIVE SYSTEMS CHART

The chart on the following page is a graphic representation of the system described in this handbook. The systems chart is included at this point to clarify the flow of procedures and the interrelationship of elements.

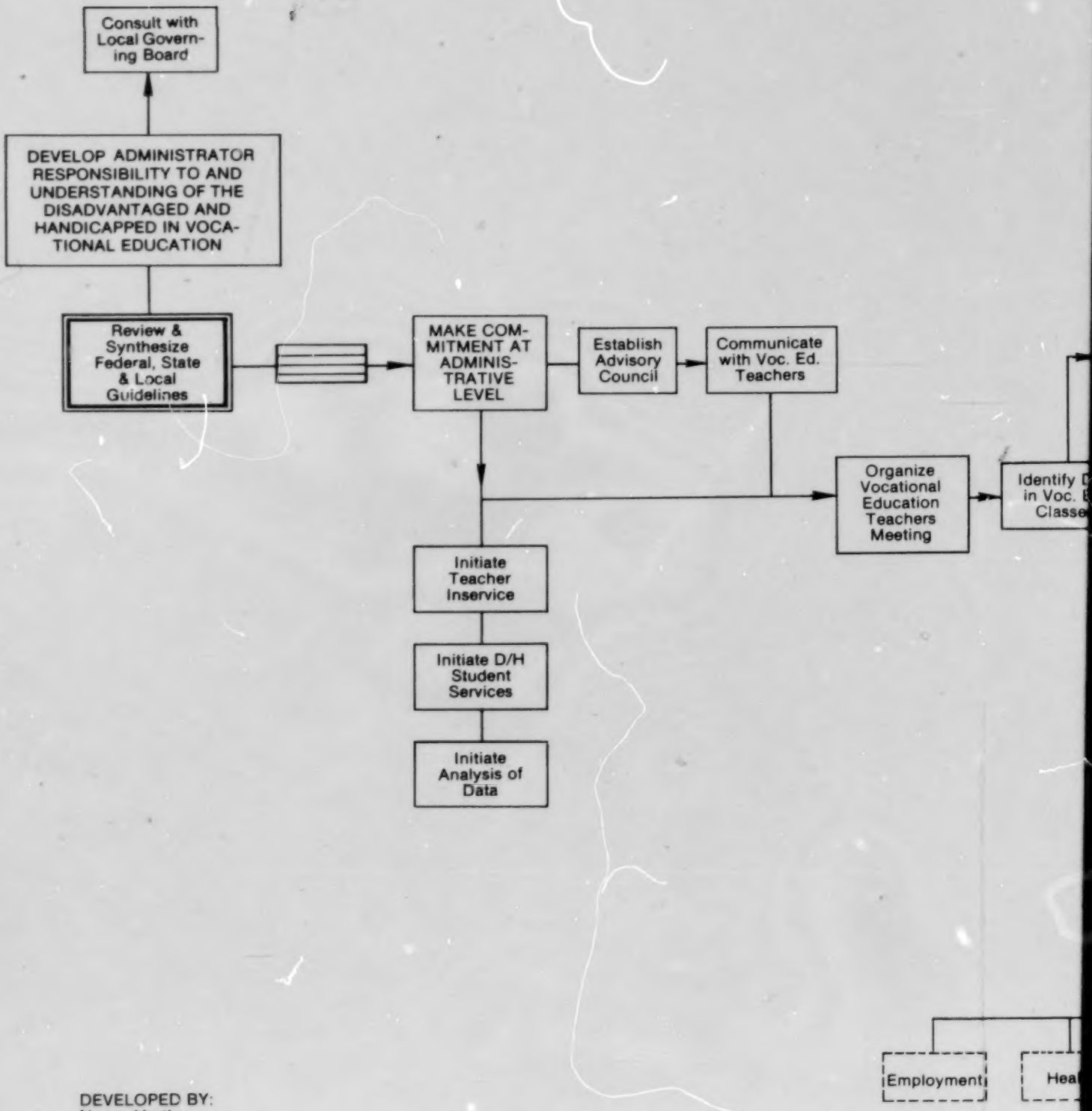
Overview of Systems Chart

The chart can be divided into seven specific areas. Area I incorporates the administrator's responsibility to and understanding of the disadvantaged and handicapped. This would involve a basic commitment to serve this population of students. Area II deals with the organization of a Vocational Education Teachers' Meeting. Area III entails the collection of data, and Area IV the Data Analysis based on identification of disadvantaged and handicapped and a Needs Assessment Profile. This includes a further commitment, that of service to populations identified through analysis. Area V consists of implementation of Student Services. This entails a decision making process concerning solutions available for implementation. Area VI discusses the use of IPE as a possible solution and the beginning of actual program operations. Area VII consists of the evaluation phase. At this time the administrator must decide whether to continue, hold, revise or terminate programs based on the measured results of student success. Thus the program is continually self-modifying.

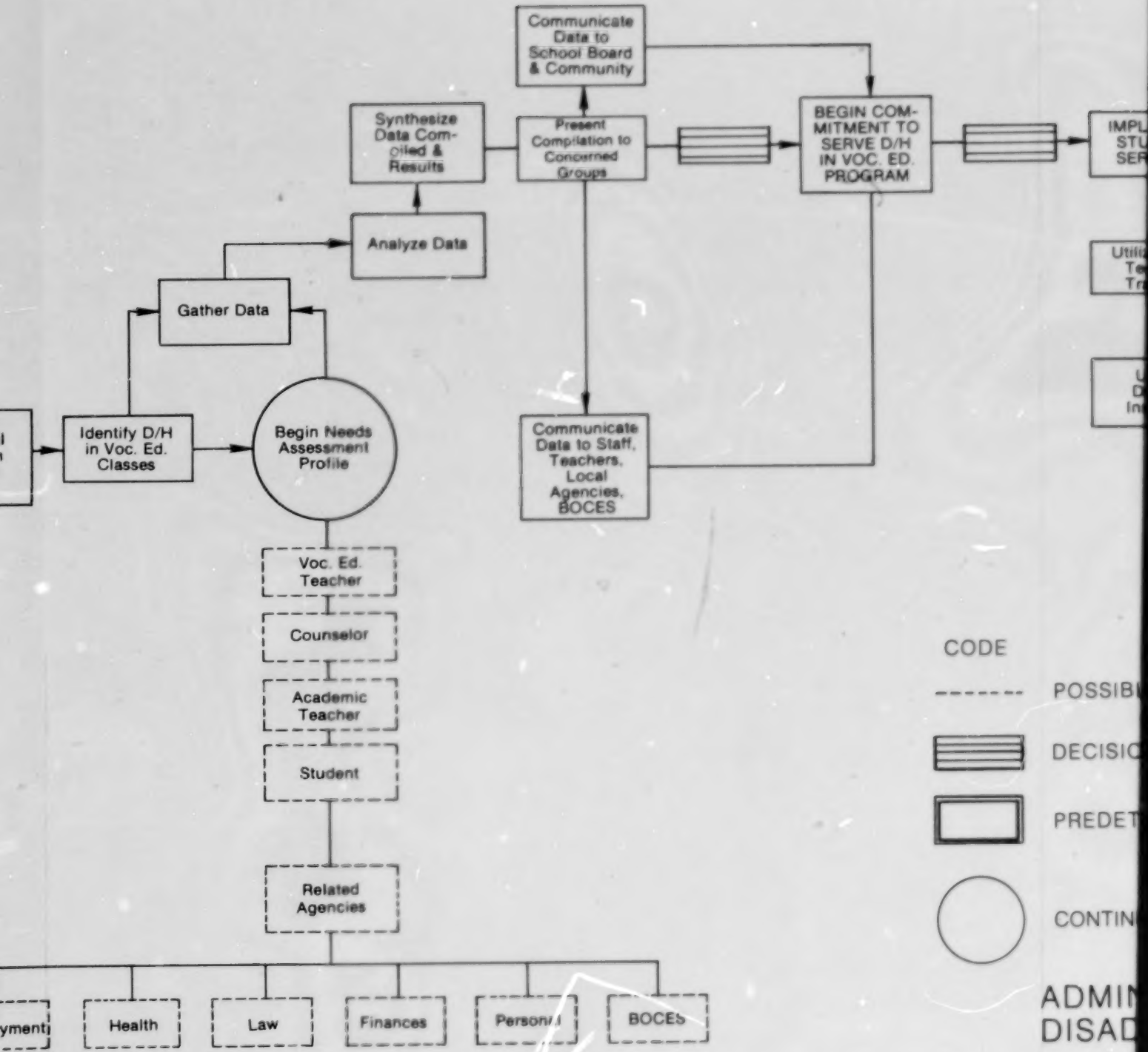
Administrator's Role

The role of the administrator is to:

- provide leadership to the commitment of meeting the needs of handicapped and disadvantaged students in vocational education.
- provide a reporting method for identification of students, services provided, and costs incurred.
- provide in-service workshops for program planning, curriculum development, and coordination of effort in meeting needs of handicapped and disadvantaged students.
- periodically evaluate the occupational education program and services provided for handicapped and disadvantaged students.


Consult with Local Governing Board
DEVELOP ADMINISTRATOR RESPONSIBILITY TO AND UNDERSTANDING OF THE DISADVANTAGED AND HANDICAPPED IN VOCATIONAL EDUCATION
Review & Synthesize Federal, State & Local Guidelines
MAKE COMMITMENT AT ADMINISTRATIVE LEVEL
Establish Advisory Council
Communicate with Voc. Ed. Teachers
Organize Vocational Education Teachers Meeting
Identify D in Voc. E Classe
Initiate Teacher Inservice
Initiate D/H Student Services
Initiate Analysis of Data
Employment
Hea

DEVELOPED BY:
Nancy Hartley
Patricia Rocco


Communicate Data to School Board & Community
Synthesize Data Compiled & Results
Present Compilation to Concerned Groups
BEGIN COMMITMENT TO SERVE D/H IN VOC. ED. PROGRAM
Analyze Data
Gather Data
Identify D/H in Voc. Ed. Classes
Begin Needs Assessment Profile
Communicate Data to Staff, Teachers, Local Agencies, BOCES
Voc. Ed. Teacher
Counselor
Academic Teacher
Student
Related Agencies
Health
Law
Finances
BOCES
CODE
POSSIBL
DECISIO
PREDET
CONTIN
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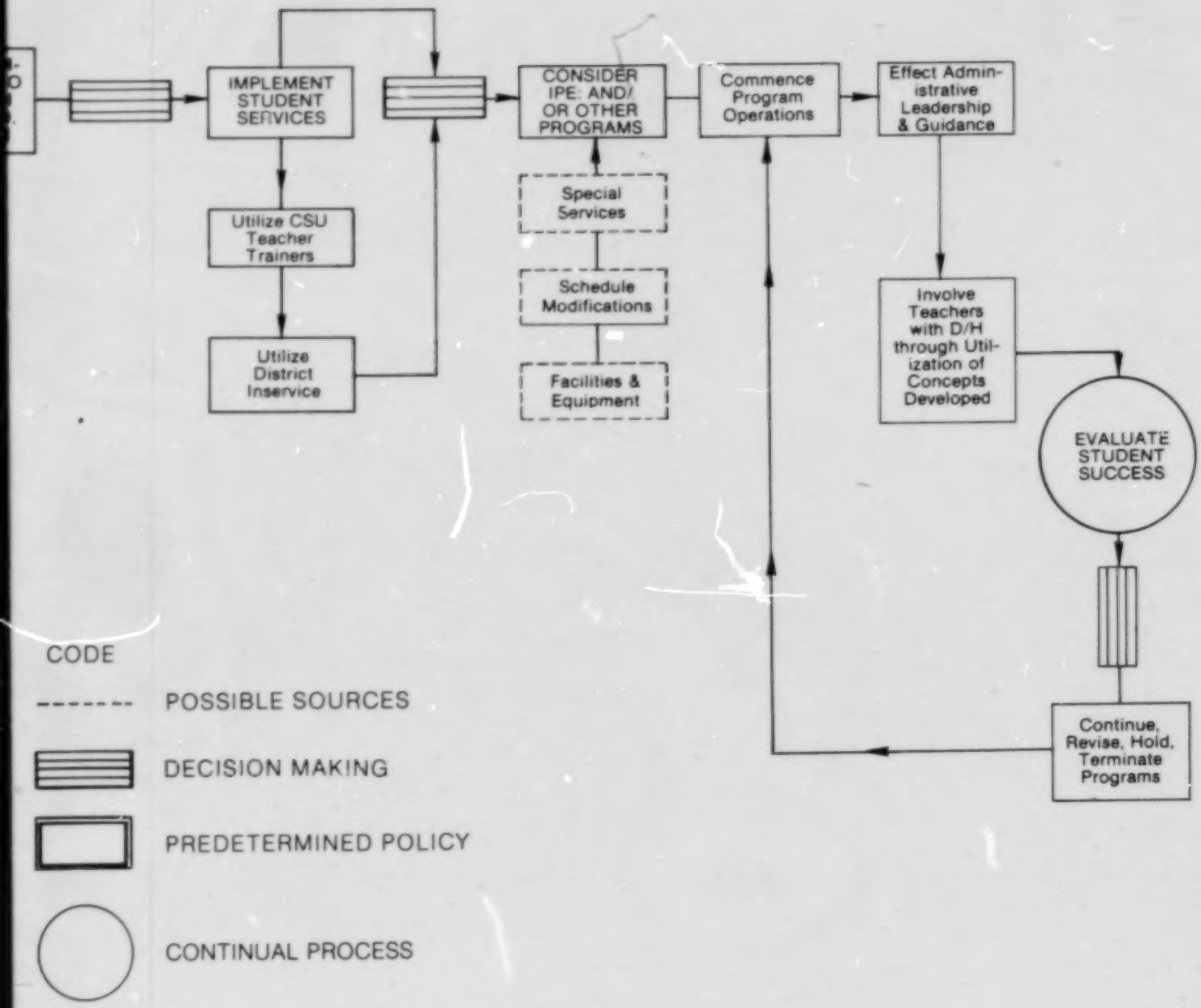
DISAD



ADMINISTRATIVE SYSTEMS CHART —
DISADVANTAGED AND HANDICAPPED (D/H)

V. HOW TO COORDINATE AND UTILIZE LOCAL RESOURCES TO AID IN THE EDUCATIONAL PROGRAM

Some services and programs for the disadvantaged and handicapped may be available through Federal, State, or local public and private organizations.

The list on the following pages was designed to provide the educator with examples of agencies having technical and financial resources which may be of assistance in helping the schools meet the needs of the students.

Many of the facilities listed provide information for the diagnostic team and aid in their effort to prescribe and implement a program suitable for the individual disadvantaged or handicapped student.

The agencies have been presented according to the major area that they represent. There is some overlapping in services among them and the most appropriate one for handling a specific problem may be determined by making the contact. Not every agency, depending upon case load, provides all of the services listed. Some agencies such as the Weld County Mental Health Center, provide inservice training workshops for teachers in areas such as disciplinary techniques, behavior modification, and diagnosis of problems.

Administrators, because of the influential nature of their positions, are often the best facilitators of interaction between the educational system and community agencies. They can initiate high level agency contacts and thereby minimize bureaucratic red tape.

Administrator's Role to Facilitate Contact with Agencies

The role of the administrator is to:

(1) provide personnel (counselor, social worker) and encourage personnel to:
   a. work with agencies.
   b. coordinate agency services.
   c. arrange for agency representative to visit school or a personal visit to agency by school personnel to pursue services for an individual student.

(2) inititate interaction between agencies and the system.

(3) arrange for agencies to provide in-service training for teachers.

(4) search for additional community resources which might provide assistance to the schools in that particular geographical location.

The list that follows is by no means a complete reference of every agency with services available for students. Administrators are encouraged to explore any other resources to which they have access.

EMPLOYMENT

Job Corps	. educational and vocational programs for school dropouts and underprivileged youth
Colorado Employment Service	. job information centers, training programs, job opportunities, etc.
Work Incentive Program	. counseling intervention on home difficulties, obtaining financial assistance
Colorado Vocational Rehabilitation Department	. financial assistance under specified conditions, counseling, and job placement for handicapped people in preparation for competitive employment . all students identified by the school as potentially handicapped should be referred to the rehabilitation staff
Trade/Labor Unions	. provide community persons to speak to students regarding occupations

HEALTH

County Public Health Nurse	. information about a specific student's physical handicap
Health Department Local Hospital	. medical information and assistance . especially helpful for the handicapped
Drug Education Center	. information and counseling regarding drug abuse
National Council on Alcoholism	. information and education on alcoholism and referrals to appropriate agencies . assists student with alcohol problems through therapy
Comprehensive Mental Health Center	. diagnostic evaluation and psychological counseling for students and members of their families . provides services of a psychiatric social worker
Planned Parenthood	. birth control information and services . pregnancy and abortion counseling
Colorado Association for Retarded Children	. citizen advocacy program designed to provide friendship, support and understanding to mentally retarded persons, to help them adjust to everyday situations and to develop their full potential

LAW

Law Enforcement	. If student has a record of involvement with law enforcement officials the agency can provide background information
Department of Institutions	. diagnostic information on youth who have been incarcerated in youth institutions
Colorado Probation Officers	. counsels students on probation and can provide much information about student background, home and needs
Colorado Parole Officers	. assist students on parole with counseling and in ways to obtain financial aid through the Department of Institutions or Vocational Rehabilitation
Court	. handles matters which require legal intervention on behalf of children where voluntary efforts have failed or are inappropriate
Legal Aid Society Colorado Rural Legal Services	. assist student in avoiding legal problems and can assist with counseling about legal matters and with actual legal defense

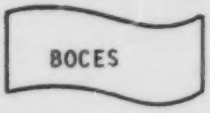
FINANCES

County Veteran's Service Officer	. if a student is a veteran or dependent of a veteran
	. financial aid and counseling assistance
Local Service Clubs	. financial assistance such as loans or grants
Women's Clubs	. services such as eye glasses, dental services, etc.

PERSONAL

Community Housing Authority	. assistance with housing problems for the student and family
Out Reach Programs	. talent search programs often provide diagnostic team with information about the student's abilities, home background and life style
Department of Social Services (County Welfare Department)	. assistance in dealing with home situations which are in need of modification in order for the student to succeed in the educational program at school
	. assists with some financial problems that are contributing to lack of success in the school program
	. protective services (to combat child abuse, neglect, exploitation)
	. volunteer match-ups (Big Brother, Sister)
	. foster placement, placement in child care facilities (fee schedule based on income)
	. job counseling services
	. counseling for unwed mothers
	. education for family living services (provide help to families with parent-child difficulties such as those arising because of physical and mental handicaps, "difficult teenagers"--aimed toward establishing stability and health of a family)
Florence Crittenton, Inc.	. offers services to unwed mothers (out-patients and residential)
Women's Crisis and Information Center	. referral agency giving on-going supportive help, including aid in emergency housing, severe personal trauma, family crisis, and suicide prevention

Colorado Commission on Civil Rights	. administers civil rights laws in employment, housing, and public accomodations
	. assists with employer and home problems
	. provides counseling for the student and home and employment information for the diagnostic team
Catholic Community Services	. services to the poor and disadvantaged, for the preservation and strengthening of family life
Colorado Urban League	. help agency for minority people (mainly for Blacks)
	. employment services
Malcom X Center for Mental Health, Inc.	. provides out-patient services for all persons including services to alcohol and drug abusers
	. provides consultation and educational services and crisis and emergency counseling
Colorado Migrant Council	. assists in home counseling and in obtaining financial aid such as MDTA
Bureau of Indian Affairs	. economic assistance
Office of Indian Education	. administers Public Law 92-318 (The Indian Education Act--1972) to assist in the development and implementation of elementary and secondary school programs specially designed to meet the special educational needs of Indian students
	. provides some funds for educational agencies



Boards of Cooperative Educational Services

- perform contracted services
- provide a wide variety of programs including special education, remedial reading, career education, and vocational education
- services include in-service education, educational consultant services, planning, evaluation, materials selection, and information dissemination

Various additional organizations and agencies which might be contacted for services for the disadvantaged are:

Federal Agencies (State and Local Offices)

Immigration and Naturalization Services
Social Security Administration
Manpower Development and Training Administration
Model Cities
Job Corps
National Youth Corps
Community Action Program
JOBS--National Alliance of Businessmen

Educational Community Groups (Public and Private)

Compensatory Education
ESEA Title I Programs
Parent-Teacher Associations
Dropout prevention
Library services
Opportunities Industrialization Centers

Special Interest Groups

National Association for the Advancement of Colored People
Congress of Racial Equality
Services Employment Redevelopment
Association of Mexican American Educators
Indian Tribal Councils
American Indian Education Association

State Agencies (Local Offices)

Governor's Committee for the Employment of the Handicapped
State Agency for the Blind
State Agency for the Deaf

Private Non-Profit Organizations

Mental Retardation Associations
Associations for the Blind
Associations for the Deaf
Crippled Children's Society
Goodwill Industries

VI. INDIVIDUAL PRESCRIPTIVE EDUCATION

Individual Prescriptive Education is an approach which involves the total educational system to help identify and diagnose a student's needs; then to prescribe and implement a plan tailored to that individual student.

EXPLANATION

IPE is a program centered on the student who is failing because of disadvantages and/or handicaps. The program's objectives are designed to overcome those handicaps and enable the student to experience success. It is this focus on individual success, rather than movement through a standardized program, which makes IPE the next logical step in attempting to eliminate the failure syndrome of the disadvantaged and handicapped.

The program is extremely flexible and effective in facilitating a student's progress both in attaining necessary salable skills and developing a positive and productive self-concept.

PROCEDURES

Identification of students who are not functioning in the regular vocational education program:

- done by teacher or administrator

Diagnosis of needs of students who fit into any one or more of the categories used for identification:

- formation of diagnostic team with counselor as facilitator

Prescription developed for student based on individual needs, and possibly including:

- modification of curriculum or schedule
- using other community agencies
- counseling of student and/or parents
- tutorial services (peer, volunteer)
- placement in cooperative program
- independent study
- involvement in extra curricular activities

Implementation of the prescription with definite short term objectives:

- behavior and performance modifications are written out and adhered to

Assessment of success in achieving performance objectives and in improving student attitude

Expected Outcomes of IPE:

- Reduction in student dropout rate
- Improvement in basic communication skills
- Improvement of student attitude
- Development of successful vocational skills
- Readiness to succeed in community

Colorado State University teacher educators are available for teacher training and administrative consultation for implementation of the IPE program.

VII. EVALUATION OF PROGRAMS

Although evaluation is the last step involved in the administrative outline, it is not an end result but an ongoing process. As feedback is provided by participants and staff, program changes will be made. Evaluation is an essential tool in program design and development.

General Guidelines for Evaluation

(1) Evaluation must be focused upon the program objectives and should measure the extent to which the objectives have been attained. A good evaluation should have *content validity.*

(2) Evaluation should be done in a manner so that it represents the entire special needs population. Evaluation techniques should have a high degree of consistency in order to substantiate the reliability of the techniques being used.

(3) Evaluation should measure the degree of change that has occurred after services have been offered.

EVALUATION GUIDELINES FOR THE ADMINISTRATOR

Administrative Policy

(1) All goals should be clearly defined and related to the stated educational objectives of the special needs program.

(2) Complete records should be kept on all areas of the program.

(3) The program, organization, and goals should be understood by all participants.

(4) The special needs student should be considered an equal participant in the school program and should be integrated into the regular classroom setting.

(5) The programs should be flexible enough to meet the individual needs of the student.

(6) There should be good channels of communication developed within the school system so as to utilize all personnel when needed as well as discuss problems of programming, staffing, etc.

(7) Follow-up procedures should be formulated to assess the student after leaving the program.

Evaluation of individual student based on Appendix B, "Individual Student Needs Profile".

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The final evaluation will be based on the measurement of the performance objectives established from the needs assessment.

Example: *Long-term Objective:* To read and understand accounting text to obtain skill in the desired area for successful completion of the program.

Short-term Objectives: (a) to succeed in unit being studied, (b) to understand vocabulary pertaining to vocational area, (c) banking--to make out a deposit slip, (d) shorthand--to write and transcribe 25 brief forms with complete accuracy.

The objectives then can be measured by any one or any combination of the following criteria: tests, anecdotal records, rating scales, and check lists.

EVALUATION OF SPECIAL NEEDS PROGRAMS IN THE SCHOOL DISTRICT

This evaluation will be based on the district student needs assessment and should answer the following questions:

Special Needs Programs

(1) Has the dropout rate decreased with the effective implementation of special services?

(2) Has the employment rate of vocational students, due to the successful completion of the vocational program, increased with the implementation of special services?

(3) Has the rate of absenteeism decreased with the implementation of special services?

Success of the programs can be measured by the degree of change that has occurred after implementation. This should be treated statistically in terms of the total population to more accurately assess the impact of the program.

Example:

	Before Implementation	After Implementation
Dropout Rate		
Absenteeism		
Unemployment (at completion of program)		

The program can be successful on one level and inadequate on another.

Example: The dropout rate is up but the unemployment rate is down. This indicates that the students who are staying in the vocational programs are successfully learning job entry skills but the dropout students are being lost before skills can be learned for successful employability.

Each of the evaluation criteria should be examined and reviewed according to the specific problems that they represent.

Example: If students are dropping out, an attitudinal study needs to be administered to determine how the educational needs of the student are not being met.

Job placement should have a follow-up procedure that includes an assessment of the job adjustment (satisfaction, wages, training, opportunities) and feedback concerning problems in bridging the gap between preparing for the job and actually working on it. A staff member should be assigned for the follow-up study and standard forms for recording information should be developed. The administrator must communicate the results to the staff and utilize follow-up data to revise the educational program where necessary, based on the assessment.

Evaluation, if effectively utilized, can offer the administrator a means of determining whether program objectives have been met and whether the needs of disadvantaged and handicapped students have been served.

GUIDE TO APPENDICES

The sample forms in the appendices are intended to serve as guides for local education agencies interested in developing records to account for the identification of disadvantaged and handicapped students and the additional services provided for them. Administrators are encouraged to alter the forms where necessary or to develop new ones which would better suit the needs of their particular staff and school population.

APPENDIX A

Identification/Referral Sheets for Disadvantaged and Handicapped Students
(For Teacher Use)

Vocational Class Data Sheet on Disadvantaged and Handicapped
(For Teacher Use)

APPENDIX B

Individual Student Needs Profile
(For Teacher Use)

List of Suggested Services or Modifications

APPENDIX C

School Data on Disadvantaged and Handicapped in Vocational Programs
(For Administrative Use)

APPENDIX D

Instructions for the Use of Disadvantaged and/or Handicapped Supplemental Services--VE 116 (State Guidelines)

APPENDIX A

APPENDIX A

IDENTIFICATION SHEET FOR DISADVANTAGED STUDENTS (FOR TEACHER USE)

STUDENT NAME _____ SOCIAL SECURITY # _____

AGE _____ SEX _____ GRADE _____ DATE _____

VOCATIONAL STUDIES AREA _____

TEACHER _____

Disadvantaged Students

Identify the student according to one or more of the following effects of disadvantages which interfere with the accomplishment of vocational objectives:

A. Academically Disadvantaged

1. _____ Language (speaking/comprehension) deficiency
2. _____ Reading and/or writing deficiency
3. _____ Computational deficiency
4. _____ General educational deficiency (poor attendance, dropout, potential dropout, lack of parental support and guidance, low achievement scores)

B. Socioeconomically Disadvantaged

5. _____ Hostile or defiant attitude
6. _____ Passive or apathetic attitude

C. Economically Disadvantaged

7. _____ Needs economic assistance to succeed

D. Other Remediable Effects

8. _____ Lacks proficiency in manual dexterity required for success in the vocational studies area

REFERRAL SHEET FOR HANDICAPPED STUDENTS
(FOR TEACHER USE)

STUDENT NAME_____ SOCIAL SECURITY #_____

AGE_____ SEX_____ GRADE_____ DATE_____

VOCATIONAL STUDIES AREA_____

TEACHER_____

Handicapped Students

Refer the student according to the following categories of handicaps which prevent the pupil from accomplishing his/her vocational objectives. Diagnosis and classification are to be done by qualified professional persons (school nurse, psychologist) if not already done for special education purposes.

1. _____ Mentally Retarded

   (Rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.)

2. _____ Learning Disability

   (Disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, development asphasis, etc.)

3. _____ Seriously Emotionally Disturbed

   (Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.)

4. _____ Orthopedically Handicapped

   (These individuals have a limited ability in self-mobility, sitting in a classroom and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.)

5. _____ Visually Handicapped

   (These individuals are severely limited in their ability to see.)

6. _____ Hearing Impaired

(Have a sense of hearing that is inadequate for success in the learning situation.)

7. _____ Speech Impaired

(Have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.)

8. _____ Other Health Impaired

(Have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses.)

9. _____ Multi-Handicapped

(Have a combination of handicapping conditions, each of which must be considered in planning programs or program modification. Check off the individual handicaps as stated above.)

VOCATIONAL CLASS DATA SHEET ON DISADVANTAGED AND HANDICAPPED
(FOR TEACHER USE)

Based on Identification/Referral Sheets

SUBJECT_____ TEACHER_____

DATE_____ SCHOOL YEAR 19___ 19___

Check the category of disadvantage or handicap for each pupil identified.

	NAME	GRADE				SEX		DISADVANTAGE								HANDICAP								
		9	10	11	12	M	F	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9
1.																								
2.																								
3.																								
4.																								
5.																								
Total # Identified																								
Total # In Class																								
Percent																								

APPENDIX B

APPENDIX B

INDIVIDUAL STUDENT NEEDS PROFILE
(FOR TEACHER USE)

STUDENT NAME_____

AGE_____ SEX_____ GRADE_____

VOCATIONAL STUDIES AREA_____

VOCATIONAL TEACHER_____

1. Statement of student's learning problem: (identified through records, teacher observation, student attitude, academic development, etc.)

2. How the learning problem is contributing to the student's lack of success in the vocational program:

3. Needs of student stated in terms of short term performance objectives.*

4. How the needs were determined: (pre-test, counselor reports)

5. Services, modifications or programs prescribed to meet the child's needs: **

6. Diagnostic team members and position:

7. Final evaluation: (post-test)

*Performance Objectives:

1. What the student needs to know (e.g. needs to know ...)
2. How the student will acquire that knowledge
3. When the student is expected to achieve the objective

**See attached list of suggested services and modifications.

LIST OF SUGGESTED SERVICES OR MODIFICATIONS FOR MEETING THE NEEDS OF DISADVANTAGED AND HANDICAPPED STUDENTS*

Curriculum Modification

- bilingual instruction
- bicultural orientation
- remedial reading

Schedule Changes

- teachers - classes
- homebound instruction
- longer total time for course completion
- drop a class--double up in another
- programs conducted in cooperation with business and industry
- longer (shorter) classes
- extension (shortening) of school day
- discussion periods
- peer instruction
- mini-courses of single skill development

Use of Community Classroom Aides

- tutors
- paraprofessionals
- teacher aides
- volunteers

Counseling

- guidance
- job placement and follow-up
- family counseling

Facilities and Equipment

- special lighting
- modifications of desks, work benches, equipment
- mobile units, workshops (especially in rural areas with limited facilities)
- sound amplification devices
- audio-visual aides (cassettes, films)

Instructional Materials

- individualized instructional packages
- materials in Braille
- large print materials
- printed rather than verbal instructions
- simplified instruction guides and manuals

*The examples listed above should not limit local personnel in their planning. Local needs may be met by specific and unique services not found on any list.

APPENDIX C

APPENDIX C

SCHOOL DATA ON DISADVANTAGED AND HANDICAPPED IN VOCATIONAL PROGRAMS (FOR ADMINISTRATIVE USE)

*Figures based on accumulated Vocational Class Data Sheets**

SCHOOL _____

ADMINISTRATOR _____

DATE _____ SCHOOL YEAR 19 _____ 19 _____

Students Identified as Disadvantaged and/or Handicapped

Grade	9	10	11	12	Total
Total Population					
Number of D and H					
Percent of D and H					

Breakdown of Students According to Disadvantaged and Handicapped Classifications

Disadvantaged

Number Identified		
		1. Language (speaking/comprehension) deficiency
		2. Reading and/or writing deficiency
		3. Computational deficiency
		4. General educational deficiency
		5. Hostile or defiant attitude
		6. Passive or apathetic attitude
		7. Needs economic assistance to succeed
		8. Deficiency in manual dexterity
Total		

Handicapped

Number Identified		
		1. Mentally retarded
		2. Learning disability
		3. Seriously emotionally disturbed
		4. Orthopedically handicapped
		5. Visually handicapped
		6. Hearing impaired
		7. Speech impaired
		8. Other health impaired
		9. Multi-handicapped
Total		

*Based on information derived from *Appendix B*--Individual Student Needs Profile, Part 5, an accumulation of suggested methods for meeting needs of this Disadvantaged and Handicapped student population should be provided.

APPENDIX D

APPENDIX D

VE 116
Revised - 8/1/74

INSTRUCTIONS FOR THE USE OF DISADVANTAGED AND/OR HANDICAPPED SUPPLEMENTAL SERVICES

INTRODUCTION

These guidelines are provided in lieu of the Revised Edition Suggested Utilization of Resources and Guide for Expenditures (RESURGE) Guidelines to assist each school district in making an application for the use of Disadvantaged and Handicapped funds. These funds are to be used to provide Supplemental Services to Disadvantaged persons and/or Handicapped persons who have been identified as unable to succeed in a regular vocational education program.

Supplemental Services are available to provide additional educational services to students identified by the instructor as not succeeding in a regular vocational program. Students enrolled in Coop G, Work Experience and Study, and other Special Programs are not eligible to receive Supplemental Services. These programs are designed to meet the needs of the Disadvantaged students and the Handicapped students.

PROPOSAL

All school districts who desire to participate in the Disadvantaged and/or Handicapped Supplemental Services will be required to submit a proposal. The proposal will be based on student need and is in addition to, not an addendum to, any VE 120 presently on file concerning Disadvantaged and/or Handicapped Programs. The form VE 115 must accompany the proposal and indicate in separate blocks the Handicapped and Disadvantaged budget.

An estimate of the cost of services will be made by the school districts. This estimate will be reassessed by the school district each February and any changes will be reported on the form VE 115.

The proposal will be submitted to the Planning Branch of the State Board for Community Colleges and Occupational Education. All activities within the Supplemental Services program will be determined by the Supervisor of Special Programs.

SUPPLEMENTAL SERVICES

Expenditures for Supplemental Services will be limited to the following items:

1. Tutorial Services or instruction on an individual basis.

   Tutorial service and/or individualized instruction for the skill or for information directly related to the skill will make up the program.

2. Identification of Disadvantaged students and/or Handicapped students.

Diagnostic tests and evaluation instruments may be purchased to identify Disadvantaged students and/or Handicapped students. Special testing may be needed to identify the learning disability and to determine the course of action to enable the student to be successful in his vocational program.

3. Special supplies and instructional materials.

Supplies and materials may be purchased to aid the tutor in serving the student. Materials and supplies will not be purchased to augment the regular vocational program. All supplies and materials purchased must correlate to a student profile sheet.

4. Equipment.

Equipment may be purchased to assist in tutorial instruction. It must contribute directly to assisting the individual in overcoming his disadvantagement or handicap. No equipment will be purchased that is normally found in a regular vocational program. All equipment must be approved by the Supervisor of Special Programs on the form VE 101. It is expected that each school/school district will utilize any special equipment they presently possess in providing the Supplemental Services. Equipment purchased through these Supplemental Services will be subject to utilization any place in the State based upon the individual need and optimum utilization of Supplemental Services. Expenditures for modification of equipment to make it more usable by Handicapped persons must be requested by letter prior to modification. The request should describe the modifications and be submitted to the Special Programs Supervisor for approval. Equipment needed for a short duration of time may be rented with prior approval instead of purchased providing there are adequate savings.

5. Psychological services to test, diagnose, and evaluate emotional and mental problems for Disadvantaged persons. (The Handicapped students will use Vocational Rehabilitation and BOCS.)

Psychological services for Disadvantaged persons may be purchased provided the school does not have the services available and they cannot be obtained from other agencies without cost. The Local Educational Agency must accept the responsibility of obtaining the necessary permission from parents to have psychological testing performed and the results of the testing furnished to appropriate school personnel. The State Board for Community Colleges and Occupational Education will not be liable because of any lawsuit resulting from psychological testing for any reason or neglect. The Local Educational Agency accepts the sole responsibility. Psychological services for the Handicapped persons must be obtained from Vocational Rehabilitation, the school, or from the BOCS.

6. Special services for the Handicapped.

Special services such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist physically handicapped.

The Supplemental Services Program will not be used to remediate a student's lack of vocational program prerequisites; to aid in achieving academic standards; to serve the orientation and awareness components of Career Education; or for the preparation of the G.E.D.

Post-secondary institutions with Directed Studies Programs or similar programs, designed to serve the total student population, are encouraged to use that program when serving the Disadvantaged student and/or Handicapped student. The Supplemental Services Program will not be used to supplant or supplement those programs. The institutions should use their Directed Studies Program for the academic deficiencies of vocational students and use Supplemental Services only to supplement the skill deficiencies of the vocational student in his vocational program.

The Local Educational Agency will be expected to utilize its remedial math, English, and reading programs to aid students to reach a predetermined grade level of proficiency.

Workshops for teachers, including meals and lodging, are not reimbursable expenditures unless requested in writing and approved by the State Board for Community Colleges and Occupational Education.

Dues for professional organizations will not be reimbursed.

The program is designed to analyze the cause of the disadvantagement or handicapping condition and to treat the effects of the conditions. Funds will not be utilized to treat the cause. Student medical expenses, food, or lodging are not acceptable reimbursable expenditures.

ADMINISTRATION

Administrative cost will be allowed in those districts that are serving sufficient numbers of students, as determined by the Special Programs Supervisor, to warrant a program coordinator. The program coordinators may or may not provide a portion of the tutorial services as part of their duties. No other administrative or overhead costs are allowable.

STUDENTS

The recommendation for a student to receive the additional educational services must come from the vocational teacher. The teacher must make a statement on the student profile sheet concerning the student's disadvantagement or handicapping condition and that the condition directly contributes to his inability to succeed in his vocational program. This condition becomes the basis of the eligibility criteria on the student profile sheet. The description of the eligibility criteria should include such things as daily test scores, attendance patterns, reading levels, and skill performance levels, etc.

The student may receive tutorial assistance concerning his vocational program during classtime, in or out of the classroom, on the job, if enrolled in a cooperative program; during free periods; or before or after school.

The following examples offer suggestions and limitations of the Supplemental Services Program:

Example 1: Supplemental Services may be provided to aid the student to use and comprehend vocational terms, phrases, and pictorial presentations. A student who has low reading ability may not be taught to read to improve his understanding of all written material, but only to understand the printed material of his vocational subject.

Example 2: A student may be tutored in math as it directly relates to his vocational program. Supplemental Services will not be used to aid a student to meet vocational program prerequisites. The student may be tutored in the concept or theory in which he is actually experiencing difficulty. Supplemental Services will not be used to bring the student up to a predetermined grade level in math or any other subject.

Example 3: Supplemental Services will be provided only for the vocational portion of the student's curriculum. Post-secondary students enrolled in Associate Degree vocational programs may not receive Supplemental Services to assist them in the academic course work required for graduation even though they are failing those courses.

Secondary students may not receive Supplemental Services to assist them in the academic course work required for graduation even though they are failing those courses.

TUTORS

The Local Educational Agency has the responsibility of selecting qualified tutors for the Supplemental Services Programs. Tutors do not need a vocational credential. To make the service more meaningful for some students, the student should be allowed to accept or reject a tutor. A tutor may, as determined by the Local Educational Agency, serve as a member of the diagnostic team.

Even though some tutors will be employed full time, because of the number of students being served, these programs shall not be assigned full time to a particular vocational classroom. The Supplemental Service will not be used as a means to employ additional classroom teachers or teacher aides.

The tutors will work on a one-to-one ratio with students. An exception may be made when small groups, 3-5 students, have similar problems and can be served together. There will be no class-size projects in the Supplemental Services Programs.

Contractual services may be paid on a service rendered basis, provided the hourly rate is reasonable for such services.

Regular educational staff under contract will only be reimbursed for those hours they spend in addition to their normal contract.

PRESCRIBED SUPPLEMENTAL SERVICES

A diagnostic team will be formed to recommend the prescription for each student who is not succeeding. The team should meet as a group. Discussion is necessary to determine the problem, which in turn leads to the development of the eligibility criteria and prescribed Supplemental Services. The prescription will be developed after an analysis has been made of the student's eligibility criteria. It will describe suggested services to overcome the problems identified. It should also state the expected outcomes of the student. It may give an approximate time limit and the frequency of the services to be provided.

During the time of the prescriptive services, continuous review and appropriate recommendations should be recorded. The planned prescription should be adjusted according to the progress of the student.

There will be correlation between the effects described in the eligibility criteria and the written prescription. The prescribed services should be for the existing problem and must not attempt to anticipate student difficulties. A student may be returned several times during the year for Supplemental Services. A new profile sheet will be prepared each time the student receives different Supplemental Services.

DIAGNOSTIC TEAM MEMBERS

The diagnostic team shall be composed of a minimum of three persons to help prevent biases. The membership shall be composed of the vocational teacher, and either the vocational administrator or the assigned administrator of the Supplemental Services Program. Other members should be chosen from the following groups: vocational counselors, other vocational teachers, craft specialists, and others who demonstrate expertise in occupational education, i.e., advisory council members, community groups, and social agencies who are capable of diagnosing problems and describing services for individual students.

If necessary, the Local Educational Agency should allow for release time for the diagnostic team meetings. Based on the decision of the diagnostic team, the prescription should be implemented immediately or, at a minimum, communicate to the student what services are being planned. The diagnostic team members will be listed on the Student Profile Sheet.

FINAL STUDENT EVALUATION

The final evaluation of the prescription is successful performance of the student in his class. If he can succeed, the vocational teacher signs the profile sheet and the Supplemental Services have ended. If the student cannot perform as expected, a new profile sheet is initiated. The same diagnostic team or a new one then re-evaluates the eligibility criteria and determines the new prescription.

The instructor will prepare a narrative description about the student's performance after the prescriptive plan has been completed.

PROGRAM AUDIT

All Supplemental Services will be under the supervision of the Special Programs staff of the State Board for Community Colleges and Occupational Education. The student profile sheets and program expenditures are subject to audit at all times.

A program audit folder is provided to report the total operation including all expenditures of the Supplemental Services Program. The folder will be provided by the State Board for Community Colleges and Occupational Education and shall be completed and submitted by July 1 of each year.

STUDENT PROFILE SHEET

A student profile sheet shall be completed for each student receiving Supplemental Services (See sample). The profile sheet will require the vocational instructor's signature in two places at two different times. The instructor signs it the first time when he/she recommends a student for Supplemental Services and describes why the student is being identified. It is signed again by the instructor when the prescription has been completed and the evaluation of the services has been recorded by the instructor.

Each profile sheet will be considered an addendum to the approved proposal and will be maintained by the Local Educational Agency during the school year.

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(7)

STUDENT PROFILE SHEET

STUDENT NAME_____ SOCIAL SECURITY NO._____

AGE_____ SEX_____ GRADE_____

VOCATIONAL STUDIES AREA_____

Eligibility Criteria (Reason for Referral):

_____
Vocational Instructor's Signature

Diagnostic Team Members and Position:

Prescribed Supplemental Services:

Final Evaluation:

_____
Vocational Instructor's Signature

VE 116
Revised - 8/1/74

VE 116 PROPOSAL
GUIDELINES FOR SUBMITTING
APPLICATION FOR DISADVANTAGED AND HANDICAPPED
SUPPLEMENTAL SERVICES

1.1 Justify the need for this program and include the documentation of the need. Indicate the potential number of students expected to be served each year. Separate the two categories of potential students by indicating the number of Handicapped students and the number of Disadvantaged students.

1.2 Describe how the students will be identified.

1.3 Describe how the Local Educational Agency will select and use a Diagnostic Team.

1.4 Indicate the instructional or community facilities to be utilized to provide the proposed services to supplement the regular vocational program.

1.5 Estimate the amount of funds needed and itemize the proposed utilization of these funds. Include two budgets if you plan to serve the Handicapped and the Disadvantaged student population. You may receive either one or both programs, depending on the availability of funds. These funds cannot be mixed and separate ledger accounts are required. A year-end reconciliation of expenditures will be made to determine actual program cost. A revised estimate of funds will be made on the VE 115 each February.

1.6 Describe the maintenance of the student profile sheet and where it will be located in the school. Describe the local evaluation procedures that will be used to determine the overall effect of the program. A final report and evaluation shall be sent to the State Board for Community Colleges and Occupational Education by July 1.

1.7 Indicate the relationship of these Disadvantaged and/or Handicapped services to any existing Disadvantaged and/or Handicapped programs in your school or district. Provide a list of services available within the Local Educational Agency that are providing or can provide like services to the Disadvantaged student and the Handicapped student, i.e., EDSA grants, Special Education Programs, Vocational Rehabilitation Services, Comprehensive Educational Training Act Programs, Welfare Services, Basic or Remedial Reading and Math Programs, etc.